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ABSTRACT

Patterns that emerged from reviewing syllabi for courses on the American college student are discussed, and two sample syllabi are presented. These courses are offered as part of graduate level studies in the field of higher education administration. Five major objectives of courses on the college student are identified. In general, the objective of courses on the college students are to increase understanding of today's American college students by reviewing: demographic data about college students; the changing relationships of students to colleges over the past 15-20 years; the nature of student communities, including nontraditional and minority groups; and the impact of college on students and their sociopsychological development. Demographic trends of interest include age, academic aptitude, race, religion, ethnology, social attitudes, socioeconomic background, and career expectations. Other specific areas of study include: legal and ethical bases of student control and independence in the American college; types and sources of research and literature on student development theory; and the impact of the college experience on students. Nine readings that were cited most often for use in courses about the college student are identified. Sample syllabi from two institutions are presented. A list of members of the course syllabi network is included. (SW)

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ASHE ERIC

Clearinghouse for Course Syllabi in Higher Education

COLLEGE STUDENT

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HE 019 577

A Project of the

Association for the Study of Higher Education

Committee on Curriculum, Instruction, and Learning

1986

COLLEGE STUDENT

Carol L. Everett
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304 Old Main
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Review of syllabi for courses on the American college student for ASHE's Committee on Curriculum, Instruction and Learning, December 31, 1985.

Carol L. Everett, Reviewer

In general, courses on the college student aim to increase understanding of today's American college students by reviewing demographic data about college students; the changing relationships of students to colleges over the past 15-20 years; the nature of student communities, including non-traditional and minority groups; and the impact of college on students and their socio-psychological development.

The following are the most prominent objectives of the courses:

(1) To explore demographic data about American college students, including trends with respect to (a) age, (b) academic aptitude, (c) race, (d) religion, (e) ethnology, (f) social attitudes, (g) socio-economic background, and (h) career expectations.

(2) To study the changing relationships of students and colleges including (a) historical trends which have qualified the participation students in the affairs of the college (in one course, drawing upon materials available from European universities of the period before the founding of American colleges); and (b) legal and ethical bases of student control and independence in the American college.

(3) To develop a sense of (a) the response of different student groups--traditional, non-traditional, "new", and minority groups--to traditional higher education settings, and to suggest ways in which those traditional settings might be altered to make the college experience more meaningful to newer student groups; and (b) the dynamics by which the qualities of the American student community are formed and modified on individual campuses.

(4) To provide an understanding of (a) the varied dimensions of student life and their implications for student development; (b) the types and sources of research and literature on student development theory; (c) the impact of the college experience on students, including outcomes such as competency and achievement, values, beliefs and attitudes, and career choice.

(5) To suggest who will partake in higher education for the remainder of the 20th century, and where the experience might occur, including new forms and new settings for postsecondary education.

READINGS

The following readings were cited most often for use in courses about the college student:

Astin, Alexander W. Four Critical Years. San Francisco: Jossey-Bass, Inc., 1977.

Bowen, Howard R. Investment in Learning. San Francisco: Jossey-Bass, Inc., 1979.

Brown, Robert D. Student Development in Tomorrow's Higher Education -A Return to the Academy. Washington, D.C. ACPA, Student Personnel Series No. 16, 1972.

Chickering, Arthur W. and Associates. The Modern American College. San Francisco: Jossey-Bass, Inc., 1981.

Cross, K. Patricia. Beyond the Open Door. San Francisco: Jossey-Bass, Inc., 1971.

DeCoster, David A. and Phyllis Mable, eds. Understanding Today's Students. San Francisco: Jossey-Bass, Inc., 1981.

Feldman, Kenneth A. and Theodore M. Newcomb. The Impact of College on Students. San Francisco: Jossey-Bass, Inc., 1976.

Giroux, Roy F. et al. College Student Development Revisited: Programs, Issues, and Practices. Washington, D.C.: American Personnel and Guidance Association, 1979, Revised Edition.

Hanson, Gary R., ed. Measuring Student Development. "New Directions for Student Services" No. 20, San Francisco: Jossey-Bass, Inc., 1982.

EPA 892 - THE COLLEGE STUDENT
Spring, 1985

Instructor: Yvonna S. Lincoln Class Times: Tuesdays, 1:30 - 4:10 p.m.
401 Bailey Hall

Office: #1 Bailey Hall
864-4432
Mondays, Tuesdays or Wednesdays, by appointment only

General Purpose and Objectives of the Course

This course serves as an introduction to the socio-psychological literature concerning the impact of college on students and student development theory. It is primarily a readings course with class time devoted to amplification of the research via discussion. In addition, a research paper on some aspect of the course will be expected of each student. A final examination--probably take home--will be given, and students are responsible for two bibliography cards on outside readings. A description of these cards will be handed out in class.

The objectives of the course are:

1. To acquaint students with the types and sources of research and literature on student development and college effects on students;

2. To acquaint students with the various clienteles who are new to higher education in the past 15-20 years;

3. To develop some sense of how different students groups--traditional, non-traditional, "new", and minority groups--respond to traditional higher education settings, and to suggest ways in which those settings might be altered to make the college experience more meaningful to newer student groups; and

4. To suggest who might profitably partake of higher education for the remainder of the 20th century, and where the experience might occur.

Course Outline

The course is divided into four major sections which consider the college student from the time s/he chooses a college as a postsecondary option to the alumni years, as well as the impacts of various pre- and post-college environments. At the end of the course, students should have a good working knowledge of the research on four questions:

1. Who should go to college?
2. Who is going to college now?
3. What happens to students during and after college?

4. Who will go to college in the future?
5. Where is education taking place? New forms, new settings for postsecondary education.

Course Requirements

The course will be structured primarily as a lecture/discussion course with considerable reliance placed on student insights, experiences and extended readings. Students will also write or respond to pop quizzes during the semester. While attendance will not be taken, a portion of each student's grade will be based on the quality and freshness of in-class participation and the thought and care given to evaluations of advanced doctoral students completing college teaching requirements.

In general, the course will be graded in the following manner:

Final Examination	- 30%
Research Paper	- 30%
Bibliography Card I	- 10%
Bibliography Card II	- 10%
Participation	- 10%
Evaluations	- 10%

Texts

Basic course texts will be: K. Patricia Cross, Beyond the Open Door

Astin, Alexander, Four Critical Years

Reserve file readings, which are recommended but not required, are available in the Library (Watson). Readings which are required are indicated with an asterisk (*), and are also available in Watson. There may be other assigned readings and handouts as the course progresses.

Recommended readings: Brown, Student Development.

Feldman and Newcomb, The Impact of College on Students, Vols. I & II.

Sanford, The American College.

Trent and Medsker, Beyond High School.

Yamamoto, The College Student and His Culture.

Levine, When Dreams and Heroes Died.

Chickering, Arthur W., Commuting Versus Resident Students, San Francisco: Jossey-Bass, 1975.

Pace, C. Robert, Measuring Outcomes of College, San Francisco: Jossey-Bass, Inc., 1979.

Feldman, Ed., College and Student, New York: Pergamon Press, 1977.

Casso, Henry J. and Gilbert D. Roman, Eds. Chicanos in Higher Education: Proceedings of a National Institute on Access to Higher Education for the Mexican American, Albuquerque: University of New Mexico Press, 1976.

Chickering, Arthur W. and Associates, The Modern American College, San Francisco: Jossey-Bass, Inc., 1981.

Course Schedule

Week I - January 22

Introductions
Course Syllabus
Who should go to college? Class response

Week II - January 29

Who is now going to college?
Who should go?
Cross: Chapter 1
Yamamoto: Chapter 12, recommended

The Effects of College
Astin: Chapter 1

Week III February 5

DIVERSE STUDENT POPULATIONS:
A. Women
Cross: Chapters 8,9
Ten Elshof and Mehl: "Academic Achievement in College Women," NAWDAC Journal *

B. Community College Students
Yamamoto: Chapter 37*
Lunneborg and Lunneborg: "Characteristics of University Graduates who were Community College Transfers," the Journal of College Student Personnel*

C. Other non-traditional students: Blue collar children

Week IV - February 12
Lincoln's Birthday

Blacks and minorities in Colleges and Universities assigned readings

Brown, Frank and Madelon Stent. Minorities in U.S. Institutions of Higher Education, New York: Praeger Publishers. (Recommended Reading)

Sven, H.H., Alienation and attrition of black college students on a predominantly white campus. Journal of College Student Personnel, 24, (1983), pp. 117.121.*

Williams, Frank, Rosetta Gooden, James Ewers, Harold Daniels, and Linda Brewington. Admissions criteria and the minority student. National ACAC Journal, 26, pp. 11-18.*

Wolfle, Lee M. Effects of higher education on achievement for blacks and whites. Research in Higher Education, 1983, 19, pp. 3-9.*

Kulik, Chen-Lin C., Kulik, James and Barbara J. Schwalb. College programs for high-risk and disadvantaged students. A meta-analysis of findings. Review of Educational Research, 53, (Fall, 1983), 397-414.*

Peterson, Marvin, et al. Black Students on White Campuses: The Impacts of Increased Black Enrollments. Ann Arbor, MI: Institute for Social Research, 1984. (On reserve in Curriculum Laboratory) (Recommended Reading)

Week V February 19 — PATTERNS OF BEHAVIOR IN STUDENTS

A. Personality Characteristics
Cross: Chapter 2
1st BIBLIOGRAPHY CARDS DUE

Week IV - February 26 — B. Attitudes, Values and Beliefs
Cross: Chapter 3
Astin: Chapter 2
Levine: When Dreams and Heroes Died (Recommended)

Week VII - March 5 — C. Student Interests
Student Development Theories
Cross: Chapter 4
Levine: When Dreams and Heroes Died (Recommended)
Chickering: Education and Identity, Chaps. 4-7*

Week VIII - March 12 — NO CLASS: SPRING BREAK

Week IX - March 19 — D. Behavior in and out of college
Astin: Chapter 3
Cross: Chapter 5
Gordon, Sol: "Counselors and Changing Sexual Values," Personnal and Guidance Jnl. (rec)
and their interaction: Assessing student needs and planning for change," NAWDAC Journal*
Corraggini and Wilson: "Students, the Environment and their interaction: Assessing student needs and planning for change," NAWDAC Journal*
Fago and Sedlacek: "Trends in University Student attitudes and behavior toward drugs," NAWDAC Journal*

Week X - March 26	E. Achievement Astin: Chapter 4 2ND BIBLIOGRAPHY CARD DUE
Week XI - April 2 Instructor at A.E.R.A. NO CLASS; DO READINGS	F. Career choices Cross: Chapter 6 Astin: Chapter 5 Faunce: "Psychological Barriers to Occupational Success for Women," NAWDAC Journal, Summer, 1977*
Week XII - April 9	G. Satisfaction with the college environment Astin: Chapter 6 Life Satisfaction: Assigned readings in Library, on reserve Alston, Jon P. and Dudley, Charles J. "Age, Occupation, and Life Satisfaction." The Gerontologist. Spring 1973, pp. 58-61* Alston, Jon P., Lowe, George D., and Wrigley, Alice. "Brief Communications." Human Organization, 33:1, Spring 1974, pp. 99-102* Campbell, Angus. "Subjective Measures of Well-Being." American Psychologist. February 1976. pp. 117-124* Clemente, Frank and Sauer, William. "Life Satisfaction in the United States." Social Forces, 54:3. March 1976, pp. 621-631* Clemente, Frank and Sauer, William J. "Racial Differences in Life Satisfaction." Journal of Black Studies. September 1976. pp. 3-10*
Week XIII - April 16	RESEARCH PAPERS ARE DUE H. Permanence of college effects Astin: Chapter 7
Week XIV - April 23	New Education for New Students Cross: Chapter 10
Week XV - April 30	C & I COURSE SURVEYS AND EVALUATION NEW SETTINGS, NEW TECHNOLOGIES
Week XVI - May 7	FINAL EXAMINATIONS DUE

New York University

School of Education, Health, Nursing,
and Arts Professions
Higher Education Program

STUDENTS IN HIGHER EDUCATION E98.2069, Spring 1985

Instructor: Dr. Michele J. LeMoal, Room 200, 25 W. 4th St., (212)598-7787

The purpose of this course is to provide a broad understanding of American college students today. The course reviews demographic data about college students, the changing relationships of students to colleges, and the nature of student communities.

I. DESCRIPTION

In general, the course aims to increase understanding of the qualities of college students, particularly those qualities which are the result of their membership in the student bodies of colleges. In addition, the course describes the differential responses of colleges as they develop organizational structures and assignment of functions to teachers, administrators, and others in order to achieve their purposes.

The following areas are the most prominent foci of the course:

(1) The exploration of demographic data about American college students, including trends with respect to (a) age, (b) academic aptitude, (c) race, (d) religion, (e) ethnology, (f) social attitudes, (g) socio-economic background, (h) career expectations, and (i) other factors which are important for the college community.

(2) The study of the changing relationships of student and colleges including (a) historical trends which have qualified the participation of the student in the affairs of the college, drawing upon materials available from European universities of the period before the founding of American colleges and of the historical sequence of the changing relationships of the students in the colleges of America; (b) legal and ethical bases of student control and/or independent in the American college.

(3) The qualities of communities of students: (a) the identification of the diversity among student communities in American colleges and universities; (b) the dynamics by which the qualities of the American student community are formed and modified on individual campuses.

II. READINGS

It is expected that each person purchase:

Brown, Robert D. Student Development in Tomorrow's Higher Education - A Return to the Academy. Washington, D.C. ACPA, Student Personnel Series No. 16, 1972.

DeCoster, David A. and Phyllis Mable, eds. Understanding Today's Students." No. 16, San Francisco: Jossey-Bass, Inc., Publishers, 1981.

Giroux, Roy F. et al. College Student Development Revisited: Programs, Issues, and Practices. Washington, D.C.: American Personnel and Guidance Association, 1979, Revised Edition.

Hanson, Gary R., ed. Measuring Student Development. "New Directions for Student Services." No. 20, San Francisco: Jossey-Bass, Inc., Publishers, 1982.

Required and supplemental readings will be noted for each week. It is expected that all required readings will be completed PRIOR TO the class for which they are assigned and that each person will read extensively from the list of supplemental readings contained in the outline below.

Many of the journal articles have been copied and will be held on reserve in the N.Y.U. library. All articles and books which are on reserve are marked with an asterisk (*) in front of the citation. However, the readings have been chosen because they should be readily available in other libraries or through your professional colleagues in higher education.

III. REQUIREMENTS

In addition to completing the required reading, each person will submit three pieces of written work. It is expected that all written work will be typed, double-spaced, and will be of graduate school standards. Correct term paper style (use K. Turabian as style guide), using clear and correct English composition, free from misspellings, typographical errors, and unsightly corrections is required.

1. An essay of approximately 500 words in length which summarizes and explains the developing law of the college and the student.

The essay should take the form of a memorandum which you would propose should be circulated to administrators, faculty and students on a campus. Assume that most of your audience have not read the literature on this subject and that most have limited (if any) knowledge of the developments in the law regarding college students.

You should indicate whether the (mythical) campus is a public or private institution.

The memorandum is due on March 11.

2. Select one of the previously excluded or seriously under-represented groups of students in higher education (Blacks, Hispanic-Americans, American Indians, Women aged 18-21, Women over 25 years of age, Men over 25 years of age, etc.) and prepare a 500 word memorandum on such students for a college president. Assume that the president has asked you to summarize, for purposes of discussion in the college, the major implications of increased numbers of such students.

Among the topics with which the memorandum should deal are the differences in background, attitudes, and aspirations which the selected group is likely to represent (in contrast with the usual students).

The memorandum is due on April 22.

A memorandum is generally used to provide advice about a matter, to give direction, or to communicate information. In many instances it is circulated to more than one person. For the purposes of this course, you should assume that the memorandum is slightly more formal in nature than that usually used in a business setting, and you should use footnotes where appropriate (i.e.,for all material which is not original). You should not assume any previous knowledge of the subject by the person to whom you are addressing the memorandum. The limit of 500 words is a serious limit.

3. Utilizing the literature on the college student, prepare a term paper on one of the following topics:

   a. psycho-social development of college students

   b. the influence of economic factors on students

   c. why college activities?

   d. drugs, sex, rock and roll, and the American college student

   e. history always repeats itself

   f. is there really a role for athletics in college?

   g. student activism and apathy

   h. college graduates are unemployed: why attend college?

An initial bibliography and a preliminary outline of questions to be addressed in your term paper should be submitted no later than April 15.

The paper is not to exceed 20 typed pages and is due on May 20. In addition to the general criteria for written work stated above, the term paper will be evaluated on the quality of your synthesis of research findings and on the coherence of your presentation.

IV. GRADING

The following weights will be placed on the grades for each of the asignments for the course:

1.	Memorandum I.	10%
2.	Memorandum II.	10%
3.	Mid-term Examination	25%
4.	Outline and Term Paper	30%
5.	Final Examination	25%
6.	Class Participation (+/-)	5%

Papers will not be accepted after the date on which they are due.

IV. CALENDAR

This course will meet on Mondays, from 4:20 - 6:00 p.m. in Tisch Hall, Room UC 54. The schedule of classes will be:

February 4	Introduction and Orientation to the Course
February 11	Historical Perspective
February 18	NO CLASS - UNIVERSITY HOLIDAY
February 25	Who Are They? Why Do They Come?
March 4	College Student Development
March 11	Legal Relationships of the Student to the College 1st Memorandum Due
March 18	Student Culture
March 25	Mid-term Examination
April 1	NO CLASS - SPRING BREAK
April 8	Resident and Commuter Students
April 15	Student Activities and Athletics Term Paper Questions and Bibliography Due
April 22	Non-traditional Students 2nd Memorandum Due
April 29	Adult Students
May 6	Vocationalism, Attrition, Retention
May 13	(a) Students of the Future (b) Summary and Review Course Evaluation
May 20	Final Examination Term Paper Due

Readings for February 11, 1985: HISTORICAL PERSPECTIVE

Required:

*Cardozier, V.R., "Student Power in Medieval Universities." Personnel and Guidance Journal, June 1968, Vol. 46, No.10, 944-948.

*Rudolph, Frederick. The American College and University. New York: Vintage Books, 1962, pp. 3-155.

*Rudolph, Frederick. "The American College Student: From Theologian to Technocrat in 300 Years," NASPA Journal, Vol 14, No. 1, Summer 1976, pp. 31-39.

*Straub, Jean S. and Vermilye, Dyckman W. "Current and Developing Issues in Student Life." Journal of College Student Personnel, November 1968 Vol.9, No.6, 363-370.

*Wise, W. Max. "Major Developments to Influence College Students in the Late 70's," NASPA Journal, Vol. 14, No. 2, Fall, 1976, pp. 2-1.

Supplemental:

Brubacher, J.S. and Rudy, W. Higher Education in Transition. New York: Harper and Row, 1976.

Cremin, Lawrence. American Education: The Colonial Experience, 1607, New York: Harper Torch Books, 1970.

Earnest, Ernest. Academic Procession. New York: Bobbs-Merrill, 1953.

Ewer, Bernard. College Study and College Life. New York: The Gorham Press, 19 .

Sheldon, Henry. Student Life and Customs. New York: D. Appleton, 1901.

Thwing, Charles F. A History of Higher Education in America. New York: D. Appleton, 1906.

Veysey, Laurence. The Emergence of the American University. Chicago: The University of Chicago Press, 1970.

Readings for February 25, 1985: WHO ARE THEY? WHY DO THEY COME?

Required:

DeCoster, David A. and Phyllis Mable, eds. Understanding Today's Students.
pp. 7-14. "Academic Experiences and Career Orientations."

Giroux, et al.
pp. 110-120, Pietrofesa, John J. "A Comparison of the Personality Need Structure of College Students Enrolled in Different Academic Majors."

pp. 35-39. Thompson, Joan W. "The Growing Role of Community Colleges"

*Davis, James R. "Students in the 1980's: Get Ready for the Calculating Consumers." NASPA Journal, Summer, 1980, 15-21.

*DeVito, Anthony J. et al. "Scholastic Aptitude Decline and Changes in Study Habits and Attitudes." Journal of College Student Personnel, September, 1983, 411-416.

*Levine, Arthur. "Riding First Class on the Titanic: A Portrait of Today's College Student." NASPA Journal, Spring, 1983, 3-9.

*Sanford, Nevitt. "The College Student of 1980." in A. Eurich, (Ed.) Campus, 1980, 176-199.

*Stodt, Martha M. "Psychological Characteristics of 1980's College Students: Continuity, Changes and Challenges." NASPA Journal, Summer, 1980, 3-8.

Supplemental:

Chickering, Arthur, Education and Identity. San Francisco: Jossey-Bass, Inc., 1969.

Heath, D. Growing Up In College. San Francisco:Jossey-Bass, Inc., 1968.

Heath, Roy. The Reasonable Adventurer. Pittsburgh: University of Pittsburgh Press, 1964.

*Katz, Joseph. No Time For Youth. San Francisco: Jossey-Bass, Inc., 1968.

Lasch, C. The Culture of Narcissism. New York: W.W. Norton and Co., 1979

*Levine, Arthur. When Dreams and Heroes Died. San Francisco: Jossey-Bass, Inc., 1980.

Trow, Martin, ed. Teachers and Students. New York: McGraw-Hill Book Company, 1975.

Readings for March 4, 1985: COLLEGE STUDENT DEVELOPMENT

Required:

Brown, Robert D. Student Development in Tomorrow's Higher Education - A Return to the Academy. Washington, D.C. ACPA, Student Personnel Series No. 16, 1972.

DeCoster, David A. and Phyllis Mable, eds. Understanding Today's Students.
pp. 57-66. "Social and Political Issues."

pp. 99-106. Knefelkamp, L. Lee. "A Developmental Perspective on the Student Voice."

Giroux, et al.
pp. 201-206, Crookston, Burns. "A Developmental View of Academic Advising as Teaching."

pp. 40-45, Dahms, Alan M. and Kinnick, Bernard C. "Existentialism and Student Personnel Work."

Hanson, Gary R. (ed.) Measuring Student Development. New Directions for Student Services, No. 20, San Francisco: Jossey-Bass, 1982.

*Miller, Theodore and Prince, Judith. The Future of Student Affairs. San Francisco: Jossey-Bass, 1976, pp. 1-71; 108-133.

Supplemental:

*DeCoster, D. and Mable, P. (Eds.) Student Development and Education in College Residence Halls. Washington, D.C.: ACPA, 1974.
*pp. 135-148. Chalmers, Hani. "The Psychology of Women: Applications for Interpersonal Relationships"

*pp. 3-20. Coons, Frederick. "The Developmental Tasks of the College Student"

*pp. 255-266. Hardee, Melvene, "Politics, Pluralities and the Student Development Perspective"

*Pitts, James H. "In Loco Parentis Indulgentis?" NASPA Journal, Spring, 1980, pp. 20-25.

Stodt, Martha M. "Human Development Programs for College Students," NASPA Journal, Spring, 1980, pp. 26-40.

*Stonewater, Barbara and Stonewater, Jerry. "Developmental Clues: An Aid for the Practitioner," NASPA Journal, No. 2, Vol. 21, Fall '83 pp. 52-60.

*Strange, Carney. "Human Development Theory and Administrative Practice in Student Affairs: Ships Passing in the Daylight? NASPA Journal, Vol 21, No. 1, Summer, 1983, pp. 2-8.

Warnath, Charles. New Myths and Old Realities. San Francisco: Jossey-Bass, 1971

Readings for March 11, 1985: LEGAL CONCERNS

Required:

Giroux, et al.

pp. 144-149. Bayuk, Barry S. and Bayuk, Milla. "DeFunis, Bakke, and Reverse Discrimination. Part I."

pp. 167-171. Gibbs, Annette. "The Student Press: Institutional Prerogatives versus Individual Rights."

pp. 150-156. Gordon, "Due Process: A Swing Toward Student Rights."

pp. 162-166. Reed, Omer Lee and Irving, Joe D. "Constitutional Challenge to Dormitory Residency Requirements: End of the Tunnel?"

pp. 146-150. Young, G. Parker. "Due Process Standards and Guidelines for Student Discipline in Higher Education."

Buchanan, E.T. "Alcohol on Campus and Possible Liability." NASPA Journal, No. 2, Vol. 21, Fall 1983, pp. 2-19.

Dutton, Thomas and Genenti, Richard. "The Impact of External Regulation on Institutions of Higher Education," NASPA Journal, Vol.16, No. 1, Summer, 1978, pp. 33-40.

Fisher, B. Jeanne. "The Bakke Case: Part II--An Analysis and Implications." Journal of College Student Personnel, Vol. 20, May,1979, 264-271.

Janosik, Steven. "Liquor Law on the College Campus: When Are We Responsible," NASPA Journal, No. 2, Vol. 21, Fall 1983, pp. 21-25.

*Kadzielski, Mark, "Privacy in 1977: The Buckley Amendment in Perspective," NASPA Journal, Vol. 14, No. 4, Spring 1977, pp. 18-22.

Stein, Ronald. "The Consumer Movement in Higher Education: Past, Present, and Future," NASPA Journal, Summer 1980, pp. 8-14.

Supplemental

Adams, Jean W. et al. "Sexual Harassment of University Students," Journal of College Student Personnel, Vol. 24, No. 6, November, 1983, pp. 484-490.

Gehring, Donald D. "The Dismissal of Students with Serious Emotional Problems: An Administrative Decision Model." NASPA Journal, Vol.20, No. 3, Winter, 1983, pp. 9-14.

Gibbs, Annette and Miriam Jernigan. "Commercial Activity on Campus: Where Does It End." NASPA Journal, Vol.18, No. 1, Summer 1980, 28-32

*Hammond, Edward H. "The New Student-Institutional Relationship: Its Impact on Student Affairs Administration." NASPA Journal, Vol. 19, No. 2, Autumn 1981, 17-21.

Hotchkiss, Courtlyn W. and Dennis L. Madson. "A New Look at the Campus Press and the Law." NASPA Journal, Vol. 15, No. 4, pp. 27-31.

John, Lewis G. "Student Consumer Protection in Post-Secondary Education," NASPA Journal, Vol. 15, No. 1, Summer 1977, pp. 39-50.

Kadzielski, Mark A. "Title IX and Residential Living: An Analysis," NASPA Journal, Vol. 16, No. 1, Summer, 1978, pp. 29-32.

Kaplin, William. The Law of Higher Education. San Francisco: Jossey-Bass, 1980.

*Lewis, Anne C. "Me President, You Jane: The Administration's Sex Equity Policy." Phi Delta Kappan, 307-308.

McGehee, Charles L. "Appeals of Academic Grievances," NASPA Journal, Vol. 16, No. 2, Fall 1977, 24-27.

*Ostroth, D. David, et al. "A Nationwide Survey of Judicial Systems in Large Institutions of Higher Education," Journal of College Student Personnel, Vol. 19, No. 1, January, 1978, 21-27.

*Parr, P. and Buchanan, E.T. "Response to the Law: A Word of Caution," NASPA Journal, Autumn, 1979, 15-15.

*Rutherford, Denney G. and Steven Olswang. "Academic Misconduct: The Due Process Rights of Students." NASPA Journal, Vol. 19, No. 2, Autumn 1981, 12-16.

*Weisinger, Ron. "Right to Counsel Revisited," NASPA Journal, Spring, 1981, 51-55.

*Widmar, Gary and Ted D. Ayres. "Widmar V. Vincent: A Commentary by the Participants." NASPA Journal, Vol. 20, No. 3, Winter, 1983, 7-8.

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pp. 23-34. "Personal Values, Attitudes, Behavior."

pp. 35-47. "Interpersonal Relationships."

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pp. 132-136. DeCoster, David. "The New Morality,"

pp. 137-141. Hoffman, Alan M. et al. "Alienation and Drug Use Among College Students."

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pp. 100-105. Schuchman, Herman. "Special Tasks of Commuter Students"

pp. 106-109. Glass, J. Conrad and Hodgin, Hubert H. "Commuting Students and Cocurricular Activities."

pp. 313-321. Williams, "The Impact of Residence Halls on Students."

pp. 322-326. Schroeder, Charles C. "New Strategies for Structuring Residential Environments.

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* pp. 21-40. DeCoster & Mable "Residence Education: Purpose and Process,"

* pp. 76-86, Chickering, Arthur. "Education and Identity: Implications for Residence Hall Living."

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pp. 306-312. Newton, Fred B. "Development of Student Leadership on Campus."

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pp. 63-67. Williams, Dana and King, Michael. "Sex Role Attitudes and Fear of Success as Correlates of Sex Role Behavior."

pp. 68-73. Wilson, Kenneth M. "Today's Women Students: New Outlooks and New Challenges."

pp. 74-80. Sedlacek, William E. and Webster, Dennis W. "Admission and Retention of Minority Students in Large Universities."

pp. 81-86. Schmedinghoff, Gerard L. "Counseling the Black Student in Higher Education: Is it a Racial, Socioeconomic or Human Question?"

pp. 87-91. Griffith, Albert R. "A Cultural Perspective for Counseling Blacks."

pp. 96-99. Mills, Glen D. "Perceptions of the Veteran Student Minority."

pp. 92-95. Hendricks, Glenn L. and Skinner, Kenneth A. "Adaptive Social Patterns of Foreign Students."

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Readings for May 6, 1985: VOCATIONALISM, ATTRITION, RETENTION

Required:

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pp. 239-242. Bonar, John R. and Mahler, Linda R. "A Center for 'Undecided' College Students."

pp. 284-288. Vitalo, Ralph L. "A Course in Life Skills."

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pp. 293-296. Thoni, Richard J. and Olsson, Patricia M. "A Systematic Career Development Program in a Liberal Arts College."

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pp. 77-87. Downey, K.M. "Majoring in Self-Interest, Minoring in Apathy: A Challenge for the New Activists."

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Journal of the National Association of Women Deans, Administrators and Counselors published by the association.

ASHE ERIC

Clearinghouse for Course Syllabi in Higher Education

A group of Association for the Study of Higher Education (ASHE) members are forming a national higher education network for course syllabli. (See box.) The activity, sponsored by ASHE's Committee on Curriculum, Instruction and Learning, promises to be of great benefit to new and experienced teachers in higher education.

If you wish to participate, please send your latest course syllabi to the appropriate members of the network today. These individuals have committed their time and effort toward the following:

- syntheses reviewing course syllabi received with an evaluation of what is happening in each area (e.g., course titles, emphases, major works and resources in use, syllabi,models, trends, observations), along with a few exemplary syllabi to be made available via the ERIC Clearinghouse on Higher Education by the end of 1985
- abstracts for inclusion in an essay on "Course Syllabi as Instructional Resources," to appear in the 1986 edition of ASHE's Instructional Resources Handbook for Higher Education
- updates of the essay/abstract in four years.

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To establish a viable clearinghouse, your help is needed. Please flood members of the network with your course syllabi and suggestions. Help establish a higher education clearinghouse for course syllabi.